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## ABSTRACT

Presented are guidelines for a developmental roles approach to infant education. Developmental objectives are listed for language, cognition, socialization, independence, and movement at five levels: establishing the base, exploring the environment through actions, exploring the environment symbolically, exploring relationships, and preparing for school. Also provided are a form for anchor objectives evaluation, supplementary information for developmental roles classes, a brief explanation for using the developmental roles approach in the classroom and in working with parents, and a list of seven developmental roles value statements.  
 (SBH)

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## THE DEVELOPMENTAL ROLES MODEL

Wendy Drezek

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Copies of the supplementary paper, Parenting as a  
Model for Infant Education: Implications for Curriculum,  
are available from the Infant-Parent Training Program,  
1226 East Ninth Street, Austin, Texas.

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## INTRODUCTION

Infant education in the seventies grew out of two notions: pan-experientialism, that any stimulation to infants would result in miraculous improvements in later functioning, and the inevitable hypothesis, that we professionals had to get to infants as early as possible before bumbling parents ruined them. Together these two notions led to two others: that professional expertise was required to successfully rear children, at the same time the nature of that expertise was left unspecified. To fill the conceptual vacuum of infant education, unwarranted extensions of available educational models were made; thus we had the infant as kindergardener to be taught narrow material-related skills, and the parent as therapist.

We waited for miracles in infants programs and they did not happen. Meanwhile, research did not support the assumptions of the pan-experientialists and inevitablists. Infants were not passive and plastic. Structured infant teaching was not as successful as support to families. The befuddled, incompetent lower class parent, and the expert middle class parent were debunked. The "ideal" environment and interaction style for infants turned out to be a complex issue. Infants, as a whole, were not as susceptible to our magic as we had hoped.

It is my bias that good infant education requires a clear conceptualization of the meaning of infant behavior combined with a commitment to humanistic values that allows for the wonder and beauty in each child, parent and teacher. The "developmental roles" approach is meant to provide a perspective and guidelines for infant education, which can be elaborated to fit various populations, programs, and techniques.

## DEVELOPMENTAL ANCHOR OBJECTIVES

### LEVEL I -- Establishing the Base

#### Language

- L1.1 Attends to sounds
- L1.2 Attends to speech
- L1.3 Responds to sounds by change in facial expression or motor behavior
- L1.4 Responds to speech by change in facial expression or motor behavior
- L1.5 Responds vocally to people
- L1.6 Responds vocally to speech
- L1.7 Responds with differentiated vocalizations to different situations
- L1.8 Continues making sound imitated by adult

#### Cognition

- C1.1 Attends to visual stimulus
- C1.2 Responds to visual stimulus with change in facial expression, motor behavior, or vocalization
- C1.3 Continues actions in progress to continue interesting effect
- C1.4 Makes (magical) vocal or motor response to have interesting activity continued

#### Socialization

- S1.1 Regards face
- S1.2 Smiles or activates in response to face
- S1.3 Attempts to involve adults in interaction
- S1.4 Molds body to adult when carried

#### Independence

- I1.1 Develops smooth patterns of sleeping and eating
- I1.2 Eats varied diet

#### Movement

- M1.1 Makes motor responses to various stimuli
- M1.2 Controls head (prone and upright)
- M1.3 Moves arms and hands in differentiation from total body
- M1.4 Reaches for object
- M1.5 Grasps object

## LEVEL II -- Exploring the Environment Through Actions

### Language

- L2.1 Experiments with pitch, intensity, intonation for pleasure
- L2.2 Imitates sounds in repertoire produced by adult
- L2.3 Uses sounds in repertoire to approximate new sounds heard
- L2.4 Imitates actions in repertoire produced by adult
- L2.5 Uses actions in repertoire to approximate new actions seen
- L2.6 Responds appropriately to some demands and questions accompanied by gestures and exaggerated intonation of adults

### Cognition

- C2.1 Explores objects through simple actions
- C2.2 Develops set of simple schemas for interacting with objects
- C2.3 Continues and elaborates actions to get interesting effects
- C2.4 Explores simple contingencies

### Socialization

- S2.1 Develops strong attachment to "special people" (indexed by crying, proximity keeping, smiling, vocalizing, to keep contact)
- S2.2 Rejects or shows fear of "strange" people
- S2.3 Interacts with peers by participating in action
- S2.4 Interacts with peers about object

### Independence

- I2.1 Finger feeds
- I2.2 Holds bottle or cup
- I2.3 Pulls off cap, socks, diaper

### Movement

- M2.1 Controls trunk movements
- M2.2 Sits independently
- M2.3 Achieves some means of locomotion
- M2.4 Manipulates objects, sitting, lying, standing
- M2.5 Explores environment physically

## LEVEL III -- Exploring the Environment Symbolically

### Language

- L3.1 Vocalizes varied sounds connected by intonation patterns
- L3.2 Imitates new actions visible to self
- L3.3 Vocalizes to novel sounds
- L3.4 Gradually approximates novel sounds
- L3.5 Imitates actions not visible to self
- L3.6 Imitates new sounds and familiar words
- L3.7 Responds appropriately to demands and questions using familiar vocabulary
- L3.8 Uses some words or sounds consistently for objects
- L3.9 Develops vocabulary related to own activities
- L3.10 Imitates new words

### Cognition

- C3.1 Uses old schemas in new situations
- C3.2 Devises new schemas by trial and error in new situations
- C3.3 Devises new schemas by representation in new situations

### Socialization

- S3.1 Explores limits of self and others through testing
- S3.2 Role plays activities observed daily
- S3.3 Interacts with peers through imitation

### Independence

- I3.1 Feeds self with spoon
- I3.2 Drinks independently
- I3.3 Attempts to brush hair and teeth
- I3.4 Cooperates in dressing

### Movement

- M3.1 Walks
- M3.2 Uses motor skills to solve problems
- M3.3 Uses motor skills in play with peers
- M3.4 Carries out multi-step motor plans to achieve goals

## LEVEL IV -- Exploring Relationships

### Language

- L4.1 Uses 2-word sentences expressing basic relations
- L4.2 Increases vocabulary, including abstract words
- L4.3 Learns new words quickly
- L4.4 Uses language to express feelings, solve problems, learn new concepts
- L4.5 Asks questions to get information
- L4.6 Uses 3-17 word sentences
- L4.7 Describes experiences over time
- L4.8 Develops modulations of meaning through morphemes

### Cognition

- C4.1 Matches to sample
- C4.2 Uses representation to deal with relationships between objects
- C4.3 Categorizes (without cues) from item to item
- C4.4 Categorizes objects with simple perceptual/conceptual differences consistently with cues
- C4.5 Learns simple concepts (colors, family members) with word cues
- C4.6a Matches dissimilar objects

### Socialization

- S4.1 Develops fears of animals and other phenomena
- S4.2 Interacts with peers with role reversal
- S4.3 Role plays roles described
- S4.4 Role plays situations involving limits and fears
- S4.5 Cooperates generally within limits and rules
- S4.6 Handles anger generally within prescribed pattern for family
- S4.7 Talks about feelings and relationships with people

### Independence

- I4.1 Uses fork
- I4.2 Bathes self with cues for soaping, rinsing, drying
- I4.3 Assists in household chores
- I4.4 Dresses self except fastenings and shoes
- I4.5 Uses potty with occasional reminders

### Movement

- M4.1 Uses motor skills in games with peers
- M4.2 Uses motor skills in role play
- M4.3 Uses motor skills to express emotions
- M4.4 Uses motor skills aesthetically
- M4.5 Refines gross motor skills (jumping, tossing ball)
- M4.6 Refines fine motor skills (imitates circle, completes 6+ piece puzzles)

## LEVEL V -- Preparing for School

### Language

- L5.1 Uses complex sentence forms
- L5.2 Makes needs known clearly
- L5.3 Responds to teacher consistently\*
- L5.4 Completes tasks with 2-3 directions
- L5.5 Responds in small group setting

### Cognition

- C5.1 Attends to tasks for 10-15 minutes
- C5.2 Attends to teacher in small group
- C5.3 Works independently 5-10 minutes on task
- C5.4 Demonstrates simple concept sets (animals, shapes)

### Socialization

- S5.1 Cooperates with class rules consistently
- S5.2 Responds socially to others in class by smiling, talking
- S5.3 Plays independently, constructively, 5-15 minutes
- S5.4 Plays with peers occasionally

### Independence

- I5.1 Uses toilet without reminders; wipes self, washes hands
- I5.2 Attempts to use knife for cutting and spreading
- I5.3 Carries tray, opens napkin, pours milk, with help
- I5.4 Puts on jacket with minimal assistance
- I5.5 Lies quietly at rest time
- I5.6 Puts away toys and helps clean up

### Movement

- M5.1 Participates in group motor activities
- M5.2 Refines motor skills in relation to a variety of equipment and activities

\*most of the time



## SUPPLEMENT INFORMATION FOR DEVELOPMENTAL ROLES CLASSES

### LEVEL I -- Establishing the Base

At this level, the key parenter roles are those of cue reader and stimulus matcher. The classroom is set up resembling a baby's room. Each infant has an individual schedule of caretaking, play, and sleeping. The emphasis is on one-to-one interaction. A 1:2 teacher-child ration is recommended. Materials encourage sensory exploration.

### LEVEL II -- Exploring the Environment through Actions

The key parenter roles are those of sensitive communicator and contingency provided. The classroom can be set up resembling a living room or play room. At this level time is provided for unstructured small group play as well as individual activities. Materials are provided which allow children to explore cause and effect.

### LEVEL III -- Exploring the Environment Symbolically

The key parenter role at this level is environmental designer and commentator. The classroom is designed to encourage maximum independent exploration, without removing all environmental complexity. Areas for special activities are clearly marked; private quiet spaces are available. At this level a flexible group schedule is introduced. A 1:3 teacher-child ratio is suggested. Activities can be expanded to include playground play, housekeeping activities, and semi-structured activities such as messy art and looking at picture books.

### LEVEL IV -- Exploring Relationships

The key parenter role is play facilitator and elaborator. The environment blends a home and classroom setting. The schedule provides specific daily routines, incorporating brief structured activities. The presence of several large pieces of equipment, and a limited selection of everyday objects facilitates social and cognitive exploration. A 1:4-5 teacher-child ratio is suggested.

## SUPPLEMENT INFORMATION FOR DEVELOPMENTAL ROLES CLASSES (cont.)

### LEVEL V -- Preparing for School

In these classes, the adult role is that of a preschool teacher. The environment is similar to a preschool classroom, with appropriate materials and equipment. Since this is a transition class, some features of the home environment and parenting role should be retained and faded throughout the year. The unit approach is one way of coordinating structured and unstructured activities; a free-choice format is most appropriate for full-day programs. Both small and full group brief activities are introduced. A teacher-child ratio of 1:4-5 is suggested.

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### Classroom

1. The roles provide a focus for elaborating activities and instructional strategies.
2. The roles provide a framework for organizing in-service education; that is, the roles suggest specific skills (observation, reinforcement, play elaboration, etc.) and a sequence for training the skills.
3. The levels imply grouping children by their cognitive-affective repertoires. This facilitates group teaching and appropriate goal setting.
4. The anchor objectives provide support to teachers in: simultaneously considering functional continuity and behavioral discontinuity, and in generating individual, non-trivial short-term behavioral objectives.

### Working with Parents

1. The roles framework allows teachers working with parents to assess differentially parenting skills.
2. Parent support can then be aimed at helping parents develop general developmental roles, compatible to individual parenting styles. The roles allow the parents to develop their own activities.
3. The developmental roles perspective allows teachers to see children's behavior in terms of its meaning for long-term functioning. In this context, most behavior is interpreted as constructive, and does not necessitate destructive labeling. Individual differences in children are accommodated by this interpretation. Teacher working with parents can be supportive by interpreting present behavior to parents in terms of its function long-term, so that parents can make meaningful choices in dealing with it.

+ present consistently - absent ± emergent

#	date	date	#	date	date	#	date	date	#	date	date	#	date	date
L1.1			C1.1			S1.1			I1.1			M1.1		
L1.2			C1.2			S1.2			I1.2			M1.2		
L1.3			C1.3			S1.3			I2.1			M1.3		
L1.4			C1.4			S1.4			I2.2			M1.4		
L1.5			C2.1			S2.1			I2.3			M1.5		
L1.6			C2.2			S2.2			I3.1			M2.1		
L1.7			C2.3			S2.3			I3.2			M2.2		
L1.8			C2.4			S2.4			I3.3			M2.3		
L2.1			C3.1			S3.1			I3.4			M2.4		
L2.2			C3.2			S3.2			I4.1			M2.5		
L2.3			C3.3			S3.3			I4.2			M3.1		
L2.4			C4.1			S4.1			I4.3			M3.2		
L2.5			C4.2			S4.2			I4.4			M3.3		
L2.6			C4.3			S4.3			I4.5			M3.4		
L3.1			C4.4			S4.4			I5.1			M4.1		
L3.2			C4.5			S4.5			I5.2			M4.2		
L3.3			C4.6			S4.6			I5.3			M4.3		
L3.4			C5.1			S4.7			I5.4			M4.4		
L3.5			C5.2			S5.1			I5.5			M4.5		
L3.6			C5.3			S5.2			I5.6			M4.6		
L3.7			C5.4			S5.3						M5.1		
L3.8						S5.4						M5.2		
L3.9														
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